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ABSTRACT

The U. S. Office of Education's (OE) first comprehensive conceptual statement describing its interpretation of the Department of Health, Education and Welfare policy on career education is presented in this booklet, the official version of an earlier draft. Topics discussed include: Conditions Calling for Educational Reform; Answering the Call for Educational Reform: The Rationale of Career Education; A Generic Definition of Career Education; Basic Concept Assumptions of Career Education; Programmatic Assumptions of Career Education; Career Education Tasks: Initial Implementation; Learner Outcomes for Career Education; and Basic Educational Changes Championed by Career Education. The discussion concludes that, when career education concepts have been completely integrated into the total fabric of all American education, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The Appendix (Explanatory and Interpretive Statement), covering half of the document, illustrates what the consensus of career education leaders is about the position of career education as stated in the OE draft document. (The methodology for gathering consensus information is also described.) The table included in the appendix serves as an indicator of the degree of consensus existing among career education leaders from three different settings. (TA)

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An Introduction To Career Education

A Policy Paper of the U.S. Office of Education

Kenneth B. Hoyt, Director
Office of Career Education
Office of Education

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FOREWORD

This booklet represents the U.S. Office of Education's first comprehensive conceptual statement on career education. Initially prepared in February 1974, draft copies have been reviewed by career education leaders at the local, State, and national levels. An extremely high degree of consensus was found when comments regarding the draft document were studied.

In September 1974, the Secretary of Health, Education, and Welfare approved, as HEW policy, a paper entitled Career Education: Toward a Third Environment. This booklet, An Introduction to Career Education, describes the Office of Education's interpretation of the HEW policy on career education. Its content is also consistent with the provisions of Section 406 of the Education Amendments of 1974, which provides the first official congressional endorsement of career education. The appended "Explanatory and Interpretive Statement" illustrates the high degree of consensus that now appears to exist among career education leaders at all levels.

The Office of Education is pleased to announce release of this policy statement. It is our hope that it will be helpful to State education agencies and to local school systems as they develop and expand their own concepts of career education.

T. H. Bell
U. S. Commissioner
of Education

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AN INTRODUCTION TO CAREER EDUCATION

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the 11 criticisms cited centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of them. Such a common element must be one that can logically be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as to the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" has this specific definition:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the survival need of society for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for both educators and students to engage in education. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, reaches beyond to the broader aspects of productivity in one's total life style--including leisure time.

As such, it serves as a universally common answer to all who ask, "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accommodates the productivity goals of society in ways that emphasize the humanizing goals of American education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions of the words "career" and "education." In seeking a generic definition for career education, these words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.

6. Career education is for all persons--including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.

7. The societal objectives of career education are to help all individuals to: (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose--and assistance in making and implementing career decisions--are of central concern to career education.

10. The expertise required for implementing career education exists in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these 10 concept assumptions represent a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs they represent. Certainly, each is debatable and none has sufficient acceptance as yet to be regarded as an educational truism.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the following programmatic assumptions are intended to serve as examples of the truth as we presently know it. Each is stated, insofar as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

1. If students can see relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. No single learning strategy exists that is best for all students. For example, some students will learn best by reading books, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands that those who seek employment possess a specific set of vocational skills. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed to a significant degree during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decisionmaking is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, a simple matching of individuals with jobs.

9. Occupational stereotyping hinders full freedom of occupational choice both for females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socioeconomic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their places of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decisionmaking skills, job-hunting skills, and job-getting skills can be taught to and learned by almost everyone. Individuals can effectively use such skills, once learned, to enhance their career development.

15. Excessive deprivation in any aspect of human growth and development can retard career development. For persons suffering such deprivation, special variations in career development programs will be required.

16. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover what they can accomplish in the work they do.

17. The attitudes of parents toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decisionmaking and occupational preparation will probably be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by the occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful through infusion into subject matter than if taught as a separate body of knowledge.

21. It can increasingly be expected that education and work will be interwoven at various times in the lives of most individuals rather than occur in a single sequential pattern.

22. Decisions individuals make about the work they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be taught effectively to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point is that, in formulating action plans for career education, we are not, even at this stage, forced to operate out of complete ignorance. While much more research is obviously needed, we know enough right now to justify and to undertake the organization, installation, and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, need not and should not wait for further research before we begin to answer it.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles by some staff members can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the home and family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

3. Help pupils acquire and utilize good work habits.

4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. Some teachers, in addition, will be charged with:

1. Providing students with specific vocational competencies at a level that will enable them to gain entry into the occupational society.

2. Helping students acquire job-seeking and job-getting skills.

3. Participating in the job-placement process.

4. Helping students acquire decisionmaking skills.

C. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to reduce worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members with whom pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decisionmaking.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless performance of these tasks is underway, we cannot say that implementation of a comprehensive career education program has taken place. While bits and pieces of career education are obvious in many educational systems at present, very few have fully implemented these initial tasks. American education cannot be credited with responding to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes for Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary in emphasis from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce individuals who, when they leave school (at any age or at any level), are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.

4. Equipped with career decisionmaking skills, job-hunting skills, and job-getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to apply to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how

well-intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education is either new or untested. Yet, none has become common practice in a majority of educational systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance before it is initiated. In spite of the obvious difficulties and dangers involved, each of the following basic educational policy changes is championed by the career education movement:

1. Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the postsecondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curriculums at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of noncertificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any 12-month period in which a student will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.

13. Increased participation by students, teachers, parents, and members of the business-industry-labor community in educational policy making.

14. Increased participation by formal educational institutions in comprehensive community educational and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public postsecondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons--youth and adults--in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join

forces with all other segments of the total society, including both community service agencies and the business-industry-labor community, in a comprehensive effort to meet the varied and continuing educational needs of both youth and adults. Rather than complain about or compete with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long-range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Conclusion

As a response to a call for educational reform, career education has operated as a paper priority of American education for the last 3 years. During this period, it has demonstrated its acceptability as a direction for change to both educators and to the general public. Its widespread application to all of American education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American education. When this has been accomplished, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

Appendix

APPENDIX

Explanatory and Interpretive Statement

Background

In 1971, Dr. Sidney P. Marland, Jr., then U.S. Commissioner of Education, introduced the concept of career education. In so doing, he stressed the importance of not having an official Office of Education (OE) definition of "career education." Instead, he called for career education to be defined by scholars and practitioners throughout the Nation. Since then there has been a great deal of activity aimed at conceptualizing "career education." As various groups and individuals have approached this task, increasing numbers have asked OE to state its concept of career education. This paper, An Introduction to Career Education, is an attempt to respond to such requests.

The OE position on career education is not intended to represent the thinking of any single individual. Rather, it is intended to be a consensus statement representing, to the greatest extent possible, conceptual agreements on career education that have evolved since 1971. The table that accompanies this explanatory statement is meant to serve as an indicator of the degree of consensus that now appears to exist among career education leaders from three different kinds of settings.

In order to assess the degree of consensus, OE prepared, in February 1974, a draft document also entitled "An Introduction to Career Education." In addition, a Study Guide was prepared for the purpose of eliciting responses indicating agreement or disagreement with specific statements contained in the draft document. The table mentioned above represents a summary of responses to items contained in the Study Guide.

Data Collection Methods

Copies of the OE draft document, along with the Study Guide, were distributed to a wide variety of persons, under a variety of conditions, in all 50 States. Some were distributed at group meetings. Others were mailed to individuals before they attended OE conferences. Some were distributed in response to direct requests received by OE. Certain elements were common to all these data collection efforts.

First, no attempts were made to convince anyone of the merits of the draft document. No written or oral arguments were presented to any respondent aimed at increasing his or her understanding of, or receptivity to, the contents of the document. Instead, each

respondent was told that this was a "draft" and that OE wanted only to discover the extent to which the respondent agreed or disagreed with what it said.

Second, while each respondent was asked to identify himself or herself by type of position, none was required to do so by name.

Third, OE made no attempts to identify members of any particular group who did not respond to a request to complete the Study Guide. This, too, was done in order to make clear that the assignment was voluntary and that OE wanted each respondent to have the option of anonymity.

In the case of "mini-conference," "conceptualizers," and "philosopher" respondents, copies of both the draft document and the Study Guide were mailed before the respondent was asked to attend an OE-sponsored conference. The respondent was asked to complete and return the Study Guide prior to the conference. As replies were received, OE tabulated them.

In the selection of State education department respondents, almost all names were obtained at an April 1974 conference of State Coordinators of Career Education sponsored by the Council of Chief State School Officers. At the beginning of the conference, copies of the draft document and the Study Guide were distributed. The Study Guide was filled out and turned in at the end of the conference. (A small number of additional replies from members of this group of respondents was collected by mail from those who were sent the documents at a later time.)

OE received completed Study Guides from 100 to 200 individuals whose responses are not recorded in the accompanying table. These responses have not been tallied and reported because (a) OE had no reliable way of knowing the extent to which such responses were influenced by others, and (b) insufficient numbers of such respondents were found in any single category to justify separate identification and tallying of responses for that category. Approximately 100 of these respondents' Study Guides have been tabulated using the category of "Other." It was not considered appropriate to report data under such a category.

The Respondents

Three groups of respondents are identified in the accompanying table: (a) mini-conference participants, (b) State department of education personnel, and (c) national leaders.

Mini-conference participants consisted of approximately 275 persons invited to attend one of 20 career education "mini-conferences"

sponsored by OE during the summer of 1974. Of these persons, 224 turned in usable completed Study Guides.

Two basic methods were used in selecting mini-conference participants. The majority (about 225) were selected from among those nominated by their State Coordinator of Career Education. In the spring of 1974, OE sent letters to each State Coordinator (identified for OE by the Council of Chief State School Officers). These letters announced OE's plans to host a series of mini-conferences for leading career education practitioners working somewhere within the K-12 level. Each State Coordinator was asked to nominate from 5 to 10 (depending on State population) individuals who, in the judgement of the State Coordinator, were working in outstanding school career education programs and were most expert in career education. Using these nominations, plus the personal knowledge of qualified personnel by OE's career education staff, OE selected from 4 to 8 persons from each of the 50 States and invited them to attend one of the 20 mini-conferences. Almost without exception, those persons agreed to attend.

Because participants were selected from every State, because the quality of career education differs greatly from State to State, and because it is unlikely that, in every State, the person identified as the State Coordinator of Career Education had available the kinds of hard data required to assure that only the "best" career education programs were nominated, no pretense is made that participants selected in this manner are the "most expert" local career education practitioners nor that they represent the "best" career education programs in the Nation. It is claimed that these persons are among the best career education practitioners. Certainly, they are far more knowledgable and experienced than most people currently working in career education at the K-12 level.

The second method used in selecting mini-conference participants was through nominations made, at OE's request, from State Education Associations affiliated with the National Education Association (NEA). The NEA assumed responsibility for securing, as nominees, one practicing classroom teacher from each of the 50 States who was identified by the State Education Association as being the kind of dynamic, innovative, and committed teacher career education seeks. Each NEA nominee supposedly had demonstrated such qualities through active involvement in a career education program. Without exception, OE accepted the NEA nominees and invited each to be a mini-conference participant.

State department of education personnel, whose responses are tallied in the table, were primarily those who attended in April

1974 at Dallas the National Conference for State Coordinators of Career Education, sponsored by the Council of Chief State School Officers. Of the 40 respondents in this category, 25 identified themselves as having the title "State Coordinator of Career Education" (or another title with similar meaning). Remaining State department of education personnel in this category of respondents identified themselves as having prime responsibilities in such diverse fields as guidance, curriculum and supervision, and administration. Each evidenced his or her interest and/or concern for career education through attendance at the Dallas meeting or through volunteering to complete and return the Study Guide to OE upon receiving it in the mail. No attempt was made to mail copies of the Study Guide to all State departments of education. Those few respondents in this category who were not at the Dallas conference consisted of State department of education personnel who obtained copies of the Study Guide through their own initiative.

Respondents in the "National Leaders" category represented persons invited to attend one of two OE conferences held in early summer 1974. The first conference, informally called the "Conceptualizers Conference," consisted of persons recognized as national leaders and experts in career education. Each had written and spoken widely on the topic and most had already formulated and published their own conceptual views and definitions of career education. The second conference, informally called the "Philosophers Conference," consisted of persons with national reputations in a variety of disciplines directly related to career education. Such disciplines included counseling, psychology, philosophy, sociology, anthropology, and economics. Some members of the Philosophers Conference were nationally known career education experts while others were selected solely because of their expertise in a particular discipline. Of 25 persons attending one or the other of these two conferences, 17 sent in completed Study Guides.

Interpretation of the Data

Data in the table have been arranged in such a manner as to be largely self-explanatory. At the head of each column, the number of persons in the category who submitted usable Study Guides is indicated. Below is listed the number of persons in the category giving a "Yes" (or "Agree") response and the number giving a "No" (or "Disagree") response. By adding the "Yes" and "No" responses for any particular item and subtracting the total from the number of persons reported at the head of each column, the reader can immediately determine the number of respondents who either failed to answer the item or who chose a "Not sure" response.

If the word "consensus" is interpreted to mean agreement coming from more than half of a given group, it will be immediately clear to those studying the table that "consensus" exists on the draft document, "An Introduction to Career Education." This is true for all three groups--career education practitioners, State department of education personnel, and national career education leaders. Further, the degree of consensus does not differ greatly in either degree or in direction among the three categories.

The apparent high degree of consensus is probably greater than the actual degree of agreement with the total OE draft document. That is, the Study Guide, by asking respondents to indicate their "agreement" or "disagreement" only with very specific, finite parts of the draft document, probably produced a higher degree of consensus than would have been the case had respondents been simply asked to "endorse" or "disapprove" the draft document as a whole. It is obviously easier to find agreement with specific thoughts than with an entire conceptual effort viewed as a totality.

Furthermore, many respondents (including many who indicated a "yes" response to a particular item) submitted detailed suggestions for improving wording and content of the draft document. Such written comments make it clear that "agreeing" with a thought and "endorsing" it may be quite different things.

Finally, it must be noted that to find "consensus" is not necessarily to find "truth." What is "agreed to" and what is "right" may be entirely different matters.

The apparent high degree of consensus evidenced in the table convinced OE that the formal OE career education booklet should not differ greatly from the draft document. At the same time, a combination of written comments received and oral conversations held with respondents after they had submitted their Study Guides made it apparent that some revisions, primarily in the form of providing further clarification, were needed. Accordingly, the draft document has now been revised. The final version printed here, like the draft document itself, is entitled <u>An Introduction to Career Education</u>.

NUMBERS OF PERSONS FROM VARIOUS GROUPS WHO ANSWERED "YES" OR "NO" TO QUESTIONS AND/OR STATEMENTS CONTAINED IN THE "STUDY GUIDE" ACCOMPANYING THE DRAFT OF "AN INTRODUCTION TO CAREER EDUCATION"

Note: Those members of a group who failed to answer a particular item or who responded with the answer "Not Sure" are not accounted for in these tabulations.

Key

Mini-Conf. - Local career education practitioners at OE's 1974 "Mini-conferences"
State Ed. Dept. - State Department of Education professional staff (includes 25 State Coordinators of Career Education)
Natl. Leaders - Persons attending either OE's "Conceptualizers Conference" or OE's "Philosopher's Conference"

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dept. (N=40) Yes	State Ed. Dept. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
1. In your opinion, is it appropriate to picture career education as "a response to a call for educational reform"?	199	5	33	1	12	1
2. What is the validity of each of the following 11 conditions and appropriateness to use in specifying conditions leading to the career education movement?						
(1) Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.	207	2	38	2	14	2
(2) Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.	223		40		16	
(3) American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.	195	10	34	1	9	3

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(4) American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated have contributed to the growing presence of worker alienation in the total occupational society.	185	9	34	1	6	7
(5) Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skill, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.	214		40		13	3
(6) The growing need for presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.	176	12	36	1	17	
(7) The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.	171	16	37	3	14	1
(8) Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.	216	2	39		14	1

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(9) The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.	149	21	35	2	8	4
(10) American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.	182	14	30	2	16	
(11) Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.	178	14	33	3	7	5
3. Do you find the following definition of "work" to be appropriate, or are you not sure: "Work: defined as conscious effort aimed at producing benefits for oneself and/or for others?"	192	9	36		6	6
4. In your opinion, how defensible is the rationale of career education--a response to the call for educational reform to a criticism or combination of criticisms that center on relationships between present education and lifestyles of individuals, as cited in "An Introduction to Career Education"?	200	6	30		7	6
5. In your opinion, do you find "career" appropriately defined as the totality of work one does in his or her lifetime?	183	21	32	3	11	5
In your opinion, do you find "career education" appropriately defined as the totality of educational experiences through which one learns about work?	182	20	29	6	10	7
In your opinion, do you find "education" appropriately defined as the totality of experiences through which one learns?	210	2	35		11	4
6. To what extent do you agree with each of the 10 basic concepts listed as follows:						
(1) Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.	208	6	40		16	2

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(2) The concept of productivity is central to the definition of work and so to the entire concept of career education.	167	17	28	2	6	10
(3) Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.	211	3	36	1	15	1
(4) The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"	209	3	36		16	
(5) Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.	219	1	40		18	
(6) Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.	221		39	1	17	
(7) The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.	197	13	38	1	7	6
(8) The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.	215	3	36		11	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(9) Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.	215	2	40		15	2
(10) The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.	218	1	40		15	
7. In your opinion, to what extent is each of the following 25 programmatic assumptions of career education valid?						
(1) If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.	193	9	34	1	11	1
(2) There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.	219	4	39	1	17	
(3) Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.	206	5	38		15	1
(4) Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.	188	14	30	2	8	4
(5) Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.	217		37	1	16	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dept. (N=40) Yes	State Ed. Dept. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(6) Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.	202	9	36	2	12	1
(7) Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.	216	1	38			
(8) Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.	217	2	40		17	
(9) Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.	200	3	40		16	
(10) Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.	199	3	40		13	2
(11) A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.	204	7	39	1	15	2
(12) The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.	112	12	23	1	15	2

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(13) While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.	209	4	40		16	1
(14) Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.	213	3	37		14	
(15) Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.	206	1	37		14	
(16) An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.	186	3	35	2	12	1
(17) Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.	178	5	36		14	1
(18) The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.	210	1	39	1	14	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(19) In choosing an occupation, one is, in effect, choosing a lifestyle.	181	15	29	3	8	2
(20) Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.	214	1	40		11	
(21) Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.	215		38		15	
(22) Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.	133	3	33	1	12	
(23) Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.	197	1	36	2	12	1
(24) The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.	219		39	1	17	
(25) While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.	201	3	37	1	14	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
8. In your opinion, how justified is the contention that while much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs?	211	1	35	1	14	1
9. In your opinion, how justified is the assertion that, to the greatest possible extent, initiation of career education programs should be undertaken utilizing existing personnel and existing physical facilities?	203	6	35		15	2
10. (A) In your opinion how appropriate is each of the tasks and how appropriate is each task assignment listed as follows:						
(A-1) All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught. Appropriateness of Task:	210	7	40		14	1
(A-1) Appropriateness of Task Assignment:	166	18	38		12	
(A-2) All classroom teachers will utilize career-oriented methods materials in the instructional program, where appropriate, as one means of educational motivation. Appropriateness of Task:	219	2	40		16	1
(A-2) Appropriateness of Task Assignment:	209	2	40		15	
(A-3) All classroom teachers will help pupils acquire and utilize good work habits. Appropriateness of task:	214	2	40		17	
(A-3) Appropriateness of Task Assignment:	205	1	38	1	15	
(A-4) All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values. Appropriateness of task:	216	2	37		13	2
(A-4) Appropriateness of Task Assignment:	198	2	38		11	

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(A-5) All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships. Appropriateness of Task:	212	2	40		15	
(A-5) Appropriateness of Task Assignment:	198	3	39	1	13	
(B) In addition to (A) above, some teachers will be charged with:						
(B-1) Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society. Appropriateness of Task:	220		40		16	
(B-1) Appropriateness of Task Assignment:	196	2	40		16	
(B-2) In addition, some teachers will be charged with helping students acquire job-seeking and job-getting skills. Appropriateness of Task:	221		40		17	
(B-2) Appropriateness of Task Assignment:	202	1	40		16	1
(B-3) In addition, some teachers will be charged with participating in the job-placement process. Appropriateness of Task:	205	1	40		17	
(B-3) Appropriateness of Task Assignment:	158	8	39	1	14	2
(B-4) In addition, some teachers will be charged with helping students acquire decision-making skills. Appropriateness of Task:	230	1	40		17	
(B-4) Appropriateness of Task Assignment:	202	2	38	2	14	3

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(C-1) The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators). Appropriateness of Task:	222	1	40		16	1
(C-1) Appropriateness of Task Assignment:	202	3	38		15	1
(C-2) The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students. Appropriateness of Task:	221	1	40		16	1
(C-2) Appropriateness of Task Assignment:	208	2	39		15	1
(C-3) The business-labor-industry community will participate in part-time and full-time job placement programs. Appropriateness of Task:	216	2	40		17	
(C-3) Appropriateness of Task Assignment:	197	2	40		17	
(C-4) The business-labor-industry community will participate actively and positively in programs designed to lead to reduction in worker alienation. Appropriateness of Task:	210	1	39	1	14	
(C-4) Appropriateness of Task Assignment:	190	3	36	1	14	
(C-5) The business-labor-industry community will participate in career education policy formulation. Appropriateness of Task:	214		39		15	
(C-5) Appropriateness of Task Assignment:	196		36	1	15	

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(D-1) Counseling and guidance personnel will help classroom teachers implement career education in the classroom. Appropriateness of Task:	209	5	40		16	1
(D-1) Appropriateness of Task Assignment:	186	4	38		16	1
(D-2) Counseling and guidance personnel will serve, usually with other educational personnel as liaison contacts between the school and the business-labor community. Appropriateness of Task:	211	1	40		17	
(D-2) Appropriateness of Task Assignment:	192	2	40		13	1
(D-3) Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure. Appropriateness of Task:	196	5	37	1	13	3
(D-3) Appropriateness of Task Assignment:	167	3	37	1	12	3
(D-4) Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions. Appropriateness of Task:	218	1	38		17	
(D-4) Appropriateness of Task Assignment:	202	1	37		15	1
(D-5) Counseling and guidance personnel will participate in part-time and full-time job placement programs and in follow-up studies on former students. Appropriateness of Task:	216		39		17	
(D-5) Appropriateness of Task Assignment:	190	1	39		14	1
(E-1) The home and family members where pupils reside will help pupils acquire and practice good work habits. Appropriateness of Task:	216		38	2	14	
(E-1) Appropriateness of Task Assignment:	185		36	1	12	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(E-2) The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work. Appropriateness of Task:	216	1	37	2	12	
(E-2) Appropriateness of Task Assignment:	186	5	36	1	10	1
(E-3) The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children. Appropriateness of Task:	215		39	1	14	
(E-3) Appropriateness of Task Assignment:	186	3	38		12	1
(F-1) Educational administrators and school boards will emphasize career education as a priority goal. Appropriateness of Task:	220		39		13	
(F-1) Appropriateness of Task Assignment:	203	1	39		13	
(F-2) Educational administrators and school boards will provide leadership and direction to the career education program. Appropriateness of Task:	219		40		14	
(F-2) Appropriateness of Task Assignment:	179	2	39		14	1
(F-3) Educational and administrators and school boards will involve the widest possible community participation in career education policy decisionmaking. Appropriateness of Task:	216		39		17	
(F-3) Appropriateness of Task Assignment:	200	1	39		15	1
(F-4) Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program. Appt. of Task:	218	1	38	1	16	
(F-4) Appropriateness of Task Assignment:	199	1	37	1	14	

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(F-5) Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students. Appropriateness of Task:	217		40		15	1
(F-5) Appropriateness of Task Assignment:	205	2	40		14	1
11. The "initial implementation needs" that follow are obviously crucial in that they form a basis for requesting career education funds. In your opinion, should the following categories have been added to the list of initial implementation needs?						
A. Direct subsidies to the business-labor-industry community.	50	98	6	20	4	11
B. Direct subsidies to persons in the form of educational vouchers.	63	78	9	19	4	7

12. In your opinion, how should the following categories of need be ranked in terms of (a) the importance of need for Federal funding; and (b) the relative amount of Federal funds we should be requesting? (Use "1" for top rank.)

(Note: This rank ordering did not lend itself to presentation in this format.)

13. In your opinion, are there other "initial implementation needs" that should be added to the list on "ages 16-18"? Yes, No, or not sure? (If "Yes," please list such needs on the back of this sheet.)

(Note: These listings did not lend themselves to presentation in this format.)

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
14. To what extent do you agree with the priority choices given as tentative examples that follow?						
(1) In-service education needs of currently employed educational personnel should take precedence over efforts to change preservice personnel programs.	198	16	38		10	4
(2) Efforts at the elementary and secondary school levels should take precedence over efforts at the post-secondary school levels.	205	10	36		11	4
(3) Efforts aimed at educational administrators should take precedence over efforts aimed at instructional and guidance personnel.	95	98	25	5	10	5
(4) Efforts aimed at instructional and guidance personnel should receive equal emphasis.	178	27	31	3	10	5
(5) Efforts at implementing career education in all school systems should take precedence over supporting further massive demonstration efforts.	181	14	33	1	13	1
(6) Efforts aimed at implementing career education and at supporting further basic research in career education should receive equal emphasis.	107	76	20	14	8	6
15. In your opinion, how appropriate for use in evaluation of career education is each of the learner outcomes listed below:						
(1) Competence in the basic academic skills required for adaptability in our rapidly changing society.	216	5	40		17	
(2) Equipped with good work habits.	220		38	1	12	
(3) Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.	210	1	31	2	10	2

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(4) Equipped with career decisionmaking skills, job hunting skills, and job getting skills.	220	2	36		15	2
(5) Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.	196	4	36	1	15	1
(6) Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	219		39		15	1
(7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.	220		39		17	
(8) Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.	210	1	39		12	
(9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.	212		37		15	
16. To what extent do you agree with the position that not all students should be equipped with a marketable job skill by the time they leave the secondary school?	146	49	30	4	9	4
17. To what extent do you agree with the viewpoint that the call for educational reform cannot be answered simply through initial implementation of career education programs--rather, that it will require major basic educational policy changes?	188	7	31		15	1

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
18. To what extent do you agree that each of the 14 following major educational policy changes should be championed by career education?						
(1) Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary level and of occupational education offerings at the post-secondary school level.	181	7	38		12	3
(2) Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.	194	11	38		14	1
(3) The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie Unit, as a means of assessing and certifying educational accomplishment.	201	2	39		13	1
(4) The installation of systems for granting educational credit for learning that takes place outside the walls of the school.	218	1	40		13	2
(5) Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.	210		38		15	2
(6) The creation of an open entry--open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.	214		39		17	
(7) Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.	197	6	37		14	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(8) Creation of the year-round public school system that provides multiple points during any 12-month period in which students will leave the educational system.	158	11	31		13	
(9) Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills and methodologies.	216	3	37		16	1
(10) Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.	214		38		17	
(11) Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.	185	12	38	1	15	
(12) Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.	201	1	38		12	
(13) Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.	195	5	37		16	
(14) Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.	203	2	36		14	

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19. To what extent do you agree with each of the following statements:						
(A) Initial implementation of career education will be relatively inexpensive.	137	56	20	11	13	3
(B) Long run educational reform will be very expensive.	149	29	25	9	9	4
(C) Career education is dedicated to avoiding creation of a dual school system.	207	4	37	2	11	
(D) The days of educational isolationism are past. Collaboration is needed.	223		38		16	
(E) If the goals of career education are attained the term "career education" should disappear.	181	10	26	3	12	1